

WARDROBE ADJUSTMENTS OF PROFESSIONAL WOMEN
WHO ARE RECENT COLLEGE GRADUATES

by

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CHAPTER I

INTRODUCTION

This study of women who have recently made the transition from college to working professionally was to determine changes in attitudes toward clothing and wardrobe adjustments that have been made during this transitional period. Both the number of young women who graduate from college and the percentage of graduates who work outside the home have increased.

During the 1959-60 school year, 163,973 women earned degrees in institutions of higher learning. This was 7 per cent more than had earned degrees in the previous year and approximately 87 per cent more than in 1940. (23:115) The United States Department of Labor reports,

Chances that a woman will seek paid employment tend to increase with the amount of education she has received. For example, more than half of the American women with a college degree were working in 1959 in contrast to less than one-third of the women who had left school after the eighth grade. (23:109)

In a study "First Jobs of College Women" the U.S. Department of Labor (22) surveyed the women college graduates of the class of 1957 six months after their graduation. Of the 87,622 graduates reporting, 60 per cent were single. Seventy-six per cent of those reporting were working full time; 9 per cent were attending school full time; 7 per cent were not seeking work; 5 per cent were working and/or attending school part time; and 3 per cent were seeking work. The

majority of the working group, 59 per cent, were employed as teachers; 6.9 per cent were nurses, and secretaries and stenographers accounted for an additional 6.7 per cent. Eighty-three per cent of those working full time were employed in professional work, 14 per cent in clerical work, and 3 per cent in miscellaneous jobs.

The college girl graduate finds herself in a new role upon entering the force of "working women" and becoming a self-supporting individual. As with any change of roles the formation of good first impressions is extremely important. Fluegel (6) believed that man forms his first impressions from the clothing of those he meets, for clothing can be distinguished at a greater distance than can facial features. With this in mind, clothing takes an added importance to the young woman who is facing this major change in her way of life.

The college graduate frequently relocates when starting to work so new friendships and social groups must be formed. Good first impressions become doubly important as both new professional and social acquaintances are being developed. Contacts are now being developed that may aid, hinder, or perhaps even limit eventual advancements. Ryan states, "Our treatment of another person will be cordial or cool according to our impressions of him. Clothing, because it is one of the clues used by people in first reactions, may therefore play a part in the actual selection of our friends and acquaintances." (14:8). When an individual is placed in

a new situation, meeting the standard of dress that prevails in that situation and/or even determining how this standard differs from previous ones may cause problems.

Many new college graduates become self-supporting individuals for the first time. This also may be the first time they have not had to account for the manner in which money is spent. Through advertising appeal and fashion promotion aimed at the young career woman, one assumes that she is a prime market and that she spends a large per cent of her income on clothing items.

Despite the fact that this period seems to be one in which clothing plays one of the more important roles for the young single women, little information is available as to what influences her wardrobe needs or how she goes about adjusting her previous college wardrobe to meet her professional and social needs. Ryan indicates, "For the still older group of adolescents who are past high school age, we have no inventory data, as far as I know, of those who are not in college." (14:272) Information on the young woman during this transitional period would aid the college senior in making purchases that would serve her future professional and social needs. This information could be of value to the manufacturers, to retailers, and to the advertising agencies in better formulating their appeals for the clothing dollar of this market group.

Clothing is important to this group of recent college

graduates and represents for them major expenditures. Therefore the objectives of this work are: (1) to study selected factors that influence wardrobe needs; (2) to determine adjustments made in wardrobes; and (3) to acquire knowledge of changes in attitudes toward clothing of professional women who are recent college graduates.

CHAPTER II

REVIEW OF LITERATURE

Research in the area of clothing has increased greatly the past few years; however, little research has been done with older adolescents who are past high school age or who are not in college. Even though the college student is easily available, very few studies of clothing expenditures or inventories have been made (14).

Hurlock in 1929 recognized, "While it is true that youth dominates present-day fashions, there are times within this period when the appeal of fashions is strongest and when dress assumes a role of very great importance." (9:176) She divided youth into four periods: Narcissistic Period, Period of Courtship, Period of Home Building, and the Period of Young Motherhood. The Narcissistic Period is roughly from 18-20 years of age during which time interest centers upon himself. During both the Narcissistic and Courtship Periods emphasis on clothing is extremely important--important to the point that comforts and necessities may be sacrificed for the satisfaction of being fashionably garbed.

Both Rosencranz (13) and Ryan (16) found that the peak of fashion interest occurs under age 25. In a study to determine women's interest in clothing Rosencranz (13) divided her group into three age classifications. Of those under 25 years of age, 56.6 per cent had a clothing interest score of 90 or

more while only 27.4 per cent of those over 30 had a score of 90 or more. Ryan (16) also found that the age at which the peak of clothing interest occurs is less than 25 and the period of greatest interest in clothing seems to be over by the time the student reaches college.

With a college group Ryan (16) found that the greater a girl's interest in clothing the greater her confidence in her clothes. Other factors that lead a student to have greater confidence in her clothing were: choosing her own garments, a large number of garments in her wardrobe (as well as greater difference between the number she has and what she considers to be an essential minimum), and an urban background. Rosencranz (13) also reported a significant positive relationship between an urban background and greater interest in clothing. Almost half of the women from cities of 100,000 or more had scores of 90 or more in response to a questionnaire, "You and Your Clothes," which measured clothing interest. Only 21 per cent of those women from rural areas had scores of 90 or more.

There was also a significant positive relationship between occupation and the total clothing interest score as reported by Rosencranz (13). The women were grouped into three categories--student, which consisted of home economics college seniors; housewife; and "other", which consisted of factory workers and business women. Forty-seven per cent of the students had scores of 100 or more while only 13 per cent

of the "other" had scores of 100 or more. Education, marital status, children in the family, and membership in organizations also had a positive relationship to women's interest in clothes but to a lesser degree.

The quantity of clothing in a college student's wardrobe was one of the variables that affect satisfaction with the wardrobe as reported by Baumgartner (2), Ryan (16), Shively and Rosenberry (19), and Ditty (3). Baumgartner (2) found that the rating of one's own clothing against a subjective estimate of the campus norm for quantity, style, and quality--in that order--was the most important influence upon satisfaction with one's own wardrobe. Ryan (16) found that a large number of garments in a student's wardrobe, as well as the greater difference between the number owned and what is considered to be an essential minimum, was a factor in a student having confidence in one's own clothing.

In a study of freshman girls, Shively and Rosenberry (19) found that girls who considered their wardrobes to be adequate actually came to college with more garments than the girls who considered their wardrobes to be inadequate.

Shively and Rosenberry reported,

Almost every girl has her own ideas of an adequate wardrobe--a concept based on her own idea of an adequate wardrobe--but it is entirely possible that this concept of adequacy will change in a new situation when she goes to college. Clothing necessary for health, comfort, and decency alone certainly will not provide a college girl with a wardrobe that she feels is adequate. (19:81)

The quantity of clothing in freshman wardrobes was also noted

by Edelman (5). She found that the only group that approached the freshman in quantity were the seniors who were purchasing in advance for professional careers. These senior wardrobes were more conservative and showed a definite feeling for good taste.

Little information is available as to the quantity of clothing purchased during the senior year in college. Ditty (3) found that of a group of seniors who were preparing to teach the following year, 50 per cent considered the clothing purchases made during their senior year to be similar to those made during other college years. None of the seniors who had indicated differences stated that these differences were due to the purchase of clothing for their professional careers. Ditty also asked a group of teachers if they had dissatisfactions with their present wardrobes. Of those who answered affirmatively, one of the dissatisfactions most often stated was the belief that they did not have enough clothing.

In response to a question concerning problems the teachers had encountered in adapting their college wardrobes to needs after graduation, all indicated that they "did not have enough variety in their wardrobes". (3:130) Twenty-eight, or 72 per cent, of the teachers participating in the study responded that their present wardrobes satisfactorily met their professional needs. The eleven teachers, or 28 per cent, who were not satisfied indicated the need for more

clothing or more variety in their wardrobes for professional needs. A slightly smaller number, twenty-four, or 62 per cent, of the participants considered their present wardrobes satisfactory for social needs and activities. The reasons given by the fifteen teachers, or 39 per cent, who did not consider their present wardrobes satisfactory for social needs and activities were: lack of "right" type dress, not enough dresses, dislike of style of dress, and not enough variety in clothes.

Quality was the third most important consideration, only after quantity and style, for a student in judging satisfaction with her own wardrobe, (Baumgartner, 2). Shively and Rosenberry (19) reported that the girls who considered their wardrobes to be adequate not only had more garments but had paid more for their clothing. Quality can be judged in different ways, such as cost or use.

Another approach to quality is taken by Anspach (1) who divided people into three "want-satisfaction types" according to the quality they most desire from their clothing. Type I desires the "most chic". This requires "appreciation of herself as a symbol of taste in fashion 'Quality' means quality in design and quality in becomingness but only if first and foremost, there is quality in fashion." (1:428) Type II desires the "most use" and is concerned with wear, comfort, and satisfaction of a garment. Quality here means excellence in performance and design. Type III desires the "most self expression" and is concerned with a person being

himself rather than imitating another. Quality for this individual means success in individual expression.

Douty found that "significant differences in ratings of social status and personal traits were found to be associated with changes in clothing. It was concluded that clothing generally influenced the judges' impressions of these people." (4:202) In response to the question, "Do you think part of a beginning teacher's success in the classroom depends on the type of clothing she wears?", Ditty (3) reported that all thirty-nine of the teachers questioned answered affirmatively.

Little is known about the wardrobe planning and accounting practices of college students or single working women. The Statistical Abstract (20) reports that for the year 1963 clothing, accessories, and jewelry accounted for 9.9 per cent of the total expenditures which represented 37.1 billion dollars. In 1950, the Bureau of Labor Statistics in a Survey of Consumer Expenditures (23) determined the spending patterns of single women (all ages) consumers. The single women with incomes of \$2,000-2,999, \$3,000-3,999, and \$5,000-5,999 spent 14 per cent of this on clothing. Those with incomes between \$4,000-4,999 spent 16 per cent on clothing, and those with incomes over \$6,000 spent 13 per cent on clothing.

Hoffman (7) found that women students have little knowledge of how much clothing costs on an annual basis in looking ahead to planning future purchases or in retrospect

after expenditures have been made. Hovermale (8) studied the spending patterns of single women 35 to 65 years of age.

"Clothing and clothing upkeep absorbed less than 10 per cent of their incomes. The clerical workers spent 8.5 per cent on clothing compared to 6.8 per cent spent by professional workers." (8:92) The professional worker spent proportionally more of her clothing dollar for coats and dresses while the clerical worker spent proportionally more for footwear, hosiery, and lingerie. The items purchased most frequently were street shoes and foundation garments and the garments purchased less frequently were furs and skirts.

Three-fourths of the women purchased street dresses and street shoes, accessories, foundation garments, and brassieres; one-half or more purchased dressy dresses, sportswear, casual shoes, lingerie, and rain-boots; one-fourth or more purchased heavy winter coats, lightweight coats, suits, slacks or shorts, robes or housecoats, houseslippers, and raincoats. (8:158)

The proportional amount for clothing decreased as the income increased. Women in the lowest income bracket spent 9.4 per cent for clothing while only 6.3 per cent was spent on clothing by those with incomes of \$10,000 or more. The percentage outlay for upkeep varied less than one-half of one per cent for the professional and clerical groups.

As far back as 1898 Veblen wrote,

No man finds difficulty in asserting to the commonplace that the greater part of all expenditures incurred by all classes for apparel is incurred for the sake of a respectable appearance rather than for the protection of the person. And probably at no other point is the sense of shabbiness so keenly felt as it is if we fall short of the standard set by social usage in the matter of dress. (24:167-168)

The United States Department of Agriculture's Bulletin "Minimum-Wage Budgets for Women" (21) suggests a budget for women according to the functions the clothing serves--headwear, wraps, outer garments, sportswear, underwear, nightwear, footwear, accessories, and upkeep. It points out that in calculating the cost of the clothing budget, expenses for upkeep--supplies for mending, personal laundry, and shoe repair--must be included.

The clothing needed by a career woman and college student was compared by Ryan and Phillips (18). "The career woman usually leads a life which is not so diversified. She will need neat, trim street clothes which can either be well-tailored suits or simple one-piece dresses for the office." (18:288) Ryan and Phillips also recognize the need for distinct costumes for various occasions. "Since fashion has often been considered an indication of the state of world affairs, it is not to be wondered that this age of specialization demands a distinct costume for various occasions." (18:219) Later they state, "As a person's business and hobbies change so will the costume she selects. When you leave college and enter the role of career woman or homemaker, your clothing needs will take on a new aspect. It is a wise woman who understands this condition and adapts her wardrobe to meet it." (18:285)

A literature review has indicated that quality and quantity are two of the important considerations for a student in judging satisfaction with her own wardrobe. When

the student leaves college and enters the role of a working woman Ryan and Phillips (18) state that clothing takes on a new aspect, but no research has been located that has been done on clothing of this group.

CHAPTER III

PROCEDURE

Development of the Questionnaire

A questionnaire was developed to gain information from recent women graduates who were single and working full time. Questions were formulated to obtain information about selected socio-economic factors that had influenced wardrobe needs, to determine some of the adjustments that had been made in wardrobes, and to determine some of the changes in attitudes toward clothing. Many questions were worded in such a way so as to reveal the changes from college to present time rather than to determine current attitudes or practices. For speed in answering and uniformity in tabulating, most of the questions could be answered with yes or no or by checking a list. Short answer questions were used to acquire brief biographical data, and open-end questions were used where the respondents were asked for more individual replies.

Preliminary interviews with six young women, who had worked from two to six years, revealed that financial limitations were generally imposed on clothing purchases during the transition period after college. Therefore the transition of the college wardrobe to one more satisfactory for professional and social needs would be a gradual process.

The Pretest

The questionnaire was completed by six advanced

clothing and textiles students. After evaluating their suggestions, some questions were reworded and the order slightly changed before asking eight single women who were currently teaching and/or students at the University to complete the questionnaire. Those who were students had worked prior to returning to college. After four questionnaires had been returned, it was apparent that some questions were not getting the proper information. The wording of such questions was changed before the remaining four questionnaires were distributed. These revisions were incorporated in the final form of the questionnaire which may be found on page 73 of the appendix.

The Sample

It was originally planned that single women from the Kansas State University class of 1964 would compose the sample group. It was believed that two years was not a sufficiently long period of time to have allowed these young women to forget this clothing transition and, in fact, for many this wardrobe adjustment would still be taking place. It was believed that graduates with only one year of work experience might still be formulating their attitudes and wardrobe adjustments plans. Only single, full-time working women were used in the sample so as to hold these variables constant. It was recognized that marital status and number of children were factors in clothing interest and would greatly affect the answers.

A list of the 1964 women graduates was checked against information in the alumni office for current addresses and information as to marital status. Only those women for whom the alumni records did not show a name change, indicating they were not married, but did show an address since graduation were included in the mailing list. There was no way to determine how many of these might now be married and had not notified the alumni office. As only eighty-nine names met these requirements, names of the 1963 women graduates were checked in the same manner. A mailing list of one hundred and sixty-nine names was compiled from the classes of 1963 and 1964.

Distribution of the Questionnaire

During the early part of May, 1966, one hundred and sixty-nine questionnaires were mailed to alumni of the 1963 and 1964 classes. Included with each four-page questionnaire and cover letter (appendix A) was a stamped, self-addressed envelope to expedite return of the completed questionnaire. The cover letter asked that all questionnaires be returned regardless of whether the individual now met the qualifications for the sample group--single and working full time. If the individual no longer met these requirements they were asked to indicate this at the top of the questionnaire and return the blank form. Approximately two and one-half weeks after the mailing of the questionnaire, a follow-up postal card was sent to those members of the group who had not

returned their questionnaires.

Analysis of the Questionnaire

One hundred and twenty-two, or 72 per cent, of the questionnaires were returned by the alumni. Three letters were returned by the post office for lack of a forwarding address. Only eighty-two of the respondents met the requirements of being single and working full time. The remaining forty were disqualified for one of the following reasons: married, not working full time, and serving in the Peace Corps or missionary field.

The respondents were divided into two groups for tabulating and comparing the answers according to occupation. It was believed that extension workers were educators whose clothing needs would closely resemble those of the classroom teacher. These two occupational groups were combined for tabulation purposes. This combined group of forty-eight referred to as "teachers" was composed of forty-three teachers and five extension workers. The group designated as "non-teachers" was composed of thirty-four women working in areas other than teaching or extension. Occupational titles of this group and the number employed in each occupation were: secretary and stenographer, five; dietitian, three; home economist in business, two; physical therapist, two; medical technologist, two; and airline stewardess, speech therapist, interior designer, architect, assistant promotion director, milk tester, production planner, restaurant manager, women's page

editor, newspaper reporter, accounting department supervisor, Girl Scout supervisor, department supervisor, buyer, librarian, experiment designer and analyst, commercial artist, research nutritionist, computer programmer, and public information writer, one each.

CHAPTER IV

FINDINGS

Following college graduation, single working women face many new situations and problems. Some of these problems may be concerned with or accentuated by clothing. It is generally accepted that clothing represents a major expenditure for single women who have recently started working full time. Therefore this investigation was done to study selected factors that may influence wardrobe needs, to determine adjustments made in wardrobes, and to acquire knowledge of changes in attitudes toward clothing that have occurred for working women who are recent college graduates.

To obtain brief biographical information, the participants were asked to indicate age, year of graduation from Kansas State University, and college major. Forty-three of the forty-eight teachers were between the ages of 20-25, three were 26-30, one was 30-35, and one was 36 or over. Of the thirty-four non-teachers, thirty were between the ages of 20-25, two were 26-30, and two were 36 or over. None was between the age of 31-35.

Fifty-six per cent of the non-teachers and 33 per cent of the teachers had received their bachelor degrees in 1963. The remainder had received their degrees in 1964. Table I shows the colleges within the university that were represented by the forty-eight teachers and thirty-four non-teachers. The teachers had majored in the Colleges of Home

Economics, Arts and Sciences, and Education.* The greatest concentration of the non-teachers was in Arts and Sciences and Home Economics; however, the colleges of Education, Commerce, Architecture, and Agriculture were also represented.

TABLE I
COLLEGES IN WHICH TEACHERS AND NON-TEACHERS
HAD MAJORED

College major	Number	
	Teachers	Non-teachers
Arts and Sciences	12	16
Home Economics	19	11
Education**	17	2
Commerce	--	3
Agriculture	--	1
Architecture	--	1
Total	48	34

**Includes the 1963 education majors whose degrees were granted by the College of Arts and Sciences.

Table II shows the population of the communities where the teachers and non-teachers worked. Slightly over one-third of the teachers but only one non-teacher worked in a community with a population of less than 10,000. Three-fourths of the non-teachers worked in an area with a population of 100,000 or more but only slightly over two-fifths of the teachers worked in a community this large.

The women were asked if they had made any job changes

*Education became a separate college in 1964 so the 1963 education majors were included under Education rather than Arts and Sciences.

since graduation that required changes in their wardrobes. Twenty-one per cent of the teachers and 35 per cent of the non-teachers answered that they had made such a job change or changes. Since 23 per cent more of the non-teachers than teachers had graduated in 1963, they had had a longer period of time in which to change jobs. Seven of the teachers had made one job change, one had made two changes, and two had made three changes. Of the twelve non-teachers who had made job changes that required wardrobe changes, seven had made one change, three had made two changes, and two had made three changes. No one in either group had made more than three job changes; however, one woman who had made three changes noted in regard to her future plans that she would be changing jobs in the summer and her new position would require more expensive clothes.

TABLE II
POPULATION OF COMMUNITIES WHERE TEACHERS
AND NON-TEACHERS WORKED

Population	Number	
	Teachers	Non-teachers
Rural or less than 2,500	8	1
2,500-10,000	10	-
10,000-25,000	3	3
25,000-50,000	2	2
50,000-100,000	4	2
100,000-500,000	10	7
500,000-and over	11	19
Total	48	34

Seventy-five per cent of the teachers and 67 per cent of the non-teachers had annual incomes between \$5,000-6,999; however, 11 per cent more of the non-teachers than teachers had incomes from \$6,000-6,999. Figure 1 shows the annual incomes of the forty-eight teachers and thirty-four non-teachers. There was no more than 5 per cent difference between the numbers of teachers and non-teachers who had incomes under \$5,000 or over \$7,000.

In response to a question about their long-range plans, over half of both groups, twenty-six teachers and nineteen non-teachers, answered that they planned to combine marriage and a career. Eleven teachers answered their plans were for marriage and homemaking and ten answered their plans were for a career. One indicated that her plans were indefinite. One non-teacher did not answer this question but of the remaining fourteen, nine planned for marriage and homemaking and five planned for a career.

Only two of the forty-eight teachers had not indicated they were saving for a particular goal or goals and over half indicated two or more reasons for saving. Slightly over half, twenty-five, were saving for advanced schooling. The next largest group, twenty, were saving for a major purchase (such as a car); seventeen were saving to meet financial obligations; thirteen were saving for travel; and eleven were saving for marriage. The following reasons were indicated by one person each: "just in case I want to do something not budgeted for", life insurance, security, and one indicated

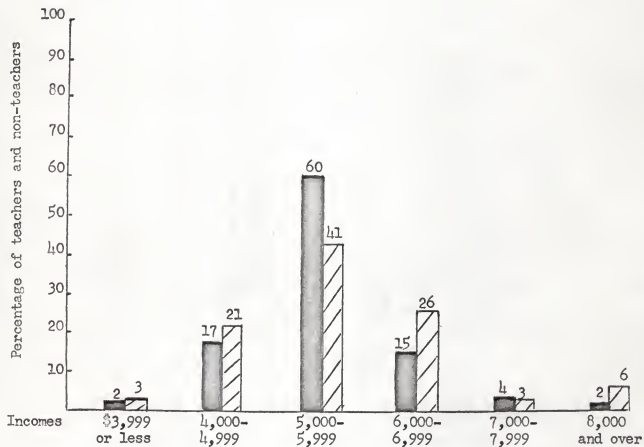
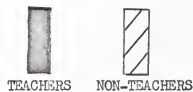


FIGURE 1

ANNUAL INCOMES OF 48 TEACHERS AND 34 NON-TEACHERS BY PERCENTAGE



"other" but did not specify.

Four of the thirty-four non-teachers indicated they were not saving at the present time. Slightly less than half checked two or more goals for which they were saving. Their reasons for saving and the number indicating each reason were: travel, seventeen; major purchase (such as a car), eleven; marriage, eight; meet financial obligations, five; advanced schooling, three; investments, two; apartment furnishings, two; and farm, later security, and "anything else", one each. Although the largest number of teachers were saving for advanced schooling and the largest number of non-teachers were saving for travel, the next largest number of each group were saving for a major purchase.

All but eleven of the women, five teachers and six non-teachers, participated in professional, fraternal or civic, church, or social organizations. The forty-eight teachers listed 152 organizations, an average of 3.2, in which they participated. The non-teachers listed 60, an average of 1.8, organizations in which they participated. Table III shows the number of teachers and non-teachers who participated in each type of organization. A larger proportion of the teachers belonged to professional organizations and also belonged to a greater number of professional organizations than did the non-teachers. Two of the teachers listed six professional organizations and many listed three in addition to other types of organizations.

TABLE III
TYPES OF ORGANIZATIONS IN WHICH 43 TEACHERS
AND 28 NON-TEACHERS PARTICIPATED*

Type of organization	Number	
	Teachers	Non-teachers
Professional	40	17
Fraternal or civic	19	10
Church	18	5
Social	8	13

*Five teachers and six non-teachers did not indicate that they participated in any organizations.

Just over half of the teachers and slightly under half of non-teachers believed their clothing purchases had been influenced by their plans for the future. Table IV shows the ways in which future plans had influenced clothing purchases. The replies took many forms; however, most of the women answered the question by stating future plans, by specifying the characteristics desired in clothing, or by describing the appearance desired from clothing. The only difference in the answers given by the teachers and non-teachers was that six teachers desired good or better quality in clothing. None of the non-teachers answered in a similar manner.

Vacation plans affected the clothing purchased by proportionally more teachers than non-teachers. Table V shows the special clothing purchased by twenty-six teachers and fifteen non-teachers for a trip, such as a vacation. The same number of teachers purchased dresses as had purchased

TABLE IV

INFLUENCES ON CLOTHING PURCHASES AS LISTED BY
25 TEACHERS AND 15 NON-TEACHERS

Influence on clothing purchases	Number	
	Teachers	Non-teachers
<u>Plans for:</u>		
Marriage	6	3
Travel	2	3
Job change	2	1
<u>Characteristics desired in clothes:</u>		
Good or better quality	6	-
Economic, durable, easy care	1	-
Minimum of care	-	1
<u>Appearance desired of clothes:</u>		
Professional looking	2	1
Mature	1	1
"In" style	-	2
To "please a male"	1	-
<u>Other:</u>		
Save money on clothing purchases	1	-
Always in the public	1	-
Clothes add to one's ability to do his best	1	-
Increase wardrobe--numberwise	1	-
Money may not be available later	-	1
Nonprofessional activities influ- ence coats and dressy clothes	-	1
Clothes that will be acceptable in office or on campus	-	1

TABLE V

SPECIAL CLOTHING PURCHASED FOR A TRIP, SUCH AS
VACATION, BY 26 TEACHERS AND 15 NON-TEACHERS

Items purchased	Number	
	Teachers	Non-teachers
<u>Specific garments:</u>		
Sportswear (no description)	5	4
Slacks, shorts, Bermudas	4	1
Ski clothes	4	1
Bathing suit	1	1
Shifts, mumu	-	2
Camping clothes	1	-
Dresses (no description)	6	3
Cocktail, dinner	4	2
Drip dry, wash and wear	4	-
Church	1	-
Suits	5	5
Coats and rainwear	5	2
Skirts and blouses	4	-
Shoes (no description)	2	2
Sandals	1	-
Lingerie	1	1
Easily laundered lingerie	1	-
Accessories	-	1
Gloves and hats	-	1
Resort clothing	1	-
Wig and hair pieces	1	-
Pajamas	-	1
<u>Characteristics of clothing:</u>		
Easy-to-care-for items	1	1
Lightweight wool or transitional	-	1
Lightweight cotton outfits	-	2
Traveling clothes	3	-

sportswear; however, more non-teachers purchased sportswear than had purchased dresses. Eight women answered by giving the characteristics of the clothing they had purchased rather than indicating the specific garments.

In order to better understand the clothing needs of these women, they were asked to list their leisure activities that required special clothing. Table VI lists the leisure activities of forty-three teachers and twenty-seven non-teachers that required special clothing. All but one of the teachers and non-teachers who answered this question listed at least one type of activity that required sportswear. Swimming was the activity most frequently mentioned by the teachers; however, the non-teachers most frequently mentioned skiing. Most of the women did not distinguish between snow and water skiing. Five teachers and one non-teacher also listed sportswear without indicating a particular sport or activity, and one non-teacher listed "cocktail dresses for evening wear". Six non-teachers and seven teachers listed activities that might require clothing other than sportswear.

The women were asked to rate their college wardrobes as: less than adequate, adequate, or more than adequate. Seventy per cent, or thirty-three, of the teachers but only 44 per cent, or fifteen, of the non-teachers had rated their college wardrobes as having been adequate. Table VII shows the adequacy of their college wardrobes as rated by forty-seven teachers and thirty-four non-teachers.

TABLE VI

LEISURE ACTIVITIES OF 43 TEACHERS AND 27 NON-
TEACHERS THAT REQUIRED SPECIAL CLOTHING

Activities	Number	
	Teachers	Non-teachers
<u>Activities that required sportswear:</u>		
Swimming	14	7
Skiing	9	9
Bowling	6	6
Tennis	6	4
Horseback riding	5	3
Boating or sailing	3	3
Golfing	3	3
Camping	1	5
Hiking	3	-
Fishing	2	-
Surfing	-	1
Scuba diving	1	-
Skin diving	1	-
Picnicing	1	-
Intramural sports	1	-
Sunbathing	-	1
Outings	-	1
Outdoor sports	-	1
Winter sports	-	1
Water sports	-	1
Basketball games	1	-
<u>Activities that might require clothing other than sportswear:</u>		
Dining, dancing, and nightclubbing	2	1
Bridge	1	-
Ceramics	1	-
Ballets, plays, and operas	1	2
Parties	-	2
Eastern Star	-	2
Oil painting	-	1
Volunteer teaching	-	1
Weekend seminars	-	1
Movies	-	1

TABLE VII
ADEQUACY OF COLLEGE WARDROBES AS RATED BY
47 TEACHERS AND 34 NON-TEACHERS*

Rating of wardrobe	Number	
	Teachers	Non-teachers
Adequate	33	15
Less than adequate	7	12
More than adequate	7	7
Total	47	34

*Since one teacher marked two answers, her reply could not be tabulated.

The women were asked to indicate problems they had had in adapting their college wardrobes to their working and social needs. Only fourteen, ten teachers and four non-teachers, believed they had not had problems. Two of the fourteen who indicated "no problems" also indicated one other answer. The answers checked by those two women are included in Table VIII which shows the problems experienced by the teachers and non-teachers in adapting their college wardrobes to working and social needs. One teacher and one non-teacher did not complete this question. All but sixteen of the teachers and six non-teachers who had experienced problems checked more than one problem. Having too many of certain garments such as skirts, blouses, and cocktail dresses had been a problem for almost three-fourths of the total number of non-teachers and slightly more than one-third of the total teachers. Having clothing that was no longer appropriate for

TABLE VIII
 PROBLEMS EXPERIENCED BY 38 TEACHERS AND 30 NON-
 TEACHERS IN ADAPTING THEIR COLLEGE WARDROBES
 TO WORKING AND SOCIAL NEEDS

Clothing problems	Number	
	Teachers	Non-teachers
Too many of certain garments (such as skirts, blouses, and cocktail dresses)	17	22
No longer appropriate for needs	17	13
Not enough clothing	13	13
Inappropriate styles	14	4
Not enough variety	8	7
Out of style clothing	3	4
Too much variety	2	-
Tired of clothing	2	-
Change in weight	1	-
Not enough dressy dresses and suits	1	-
Clothes that were too young looking	1	-
Preferred dresses rather than separates	1	-
Needed business suits	-	1
Needed sports clothes and dressy clothes, no in-betweens	-	1
Total*	80	65

*More than one item was checked by most of the women.

needs was the next most frequently mentioned problem and was mentioned by a similar proportion of both teachers and non-teachers. The third most frequent problem had been not having enough clothing in their wardrobes and this was mentioned by thirteen of each group. This indicated quantity in clothing represented a problem for a greater proportion of the non-teachers than teachers. Having had inappropriate styles of clothing in their wardrobes was a problem for slightly over a third of the teachers. This was not a major problem for the non-teachers as only about one-eighth checked this answer.

Fourteen of the nineteen women who had rated their college wardrobes as having been less than adequate indicated that not having had enough clothing had been a problem in adapting their college wardrobes to working and social needs. Twelve of these same nineteen women indicated that having clothes that were no longer appropriate for needs had been a problem.

To better understand the wardrobe adjustments made by these women, questions were asked in regard to dress rules or practices for their jobs and the frequency with which certain types of clothing were worn to work. Thirty-two teachers and fifteen non-teachers reported that there were dress rules or practices concerning acceptable dress for their jobs. When asked to explain these rules or practices, the respondents listed specific garments, clothing practices, and appearance desired as shown in Table IX. Nine non-teachers were required to wear a uniform or laboratory

TABLE IX
 RULES OR PRACTICES CONCERNING ACCEPTABLE DRESS FOR
 THEIR JOBS AS LISTED BY 32 TEACHERS AND
 15 NON-TEACHERS

Rules or practices	Number	
	Teachers	Non-teachers
<u>Specific garments and accessories:</u>		
White uniform or laboratory coat	2	7
Specific uniform	-	2
Heels or medium heels	5	5
Tailored dress, suit, or matching skirt and sweater	7	3
No jewelry	-	2
No slacks	1	1
No tennis shoes	1	-
Skirts, heels, and hose	2	2
<u>Appearance desired:</u>		
Neat and attractive	7	2
Professional looking	6	-
Good example of being well-dressed	3	-
Not too casual--business like	1	-
Not to look like one of the kids	1	-
<u>Clothing practices:</u>		
Skirts cannot be shorter than mid-knee	3	-
Avoid extremes	1	-
Comfortable clothing	1	1
Dress a little better than college	1	-
Clothes should not be too frilly or dressy	-	1
"Generally accepted to dress-up"	1	-
"Teachers must follow student's dress code--no short skirts or sleeveless dresses"	1	-
<u>Other:</u>		
Implied rather than stated rules	1	-
Mores, no written codes	1	-
Easy-to-care for clothing	1	-
Total	47	27

coat at least part of the time at work, but only two teachers had such a requirement. If regulations regarding uniforms were removed from the list only eighteen rules or practices would remain for the non-teachers but forty-five rules or practices would remain for teachers. One non-teacher, who did not check that there were dress rules or practices for her job, added, "the word is to appear 'gracious' whatever that might encompass".

The women were asked to indicate the frequency with which they had worn seven types of clothing to work. Figure 2, page 35, shows the percentage of the teachers and non-teachers who had worn a sweater and skirt, blouse and skirt, tailored dress, suit, dressy dress, uniform, and hat to work at least once a week. A tailored dress had been worn by the greatest number of both teachers and non-teachers as often as once a week. The combinations of sweater and skirt and blouse and skirt had also been worn as often as once a week by more than half of the teachers. However, a suit was the only garment other than a tailored dress that a majority of the non-teachers reported they had worn as often as once a week.

Figure 3, page 36, shows the percentage of teachers and non-teachers who had worn these same seven garments to work less than once a month. The greatest difference between the per cent of teachers and non-teachers who had worn these garments less than once a month occurred with the sweater and skirt combination. Almost half of the non-teachers reported

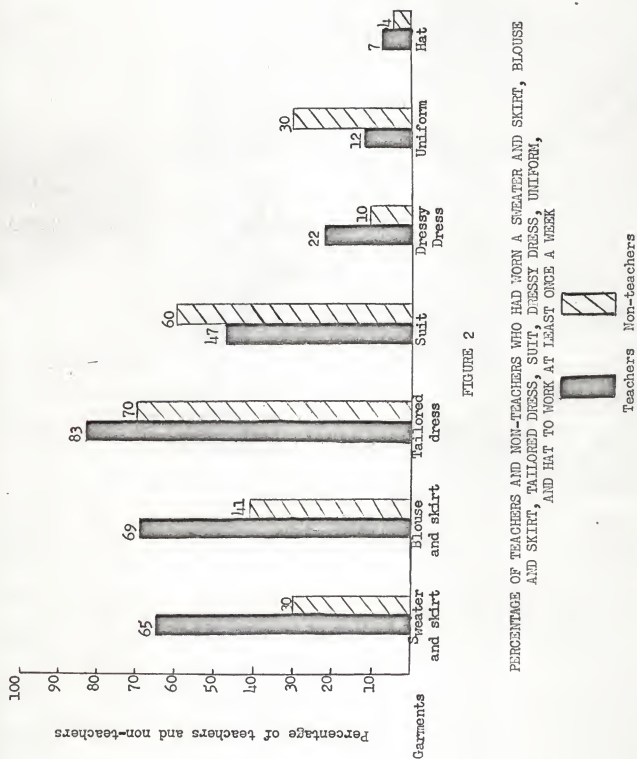


FIGURE 2

PERCENTAGE OF TEACHERS AND NON-TEACHERS WHO HAD WORN A SWEATER AND SKIRT, BLOUSE AND SKIRT, TAILORED DRESS, SUIT, DRESSY DRESS, UNIFORM, AND HAT TO WORK AT LEAST ONCE A WEEK

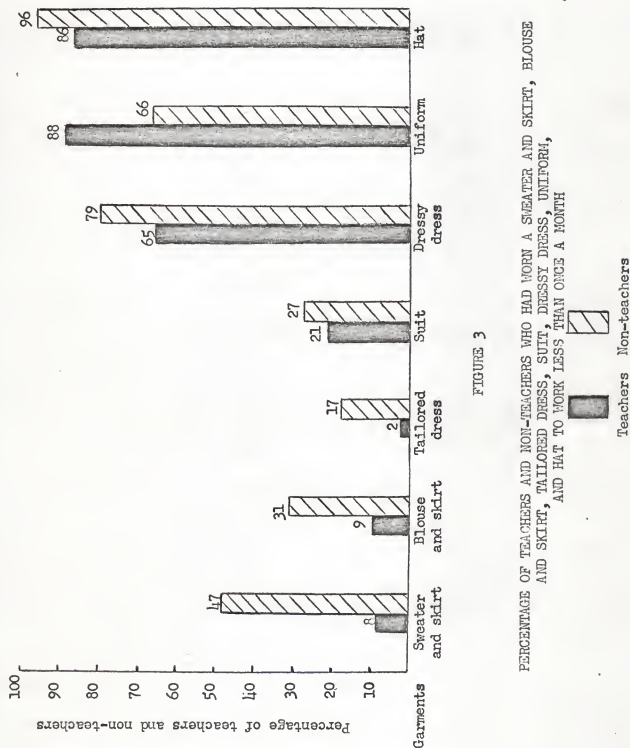


FIGURE 3

PERCENTAGE OF TEACHERS AND NON-TEACHERS WHO HAD WORN A SWEATER AND SKIRT, BLOUSE AND SKIRT, TAILORED DRESS, SUIT, DRESSY DRESS, UNIFORM, AND HAT TO WORK LESS THAN ONCE A MONTH

they had worn a sweater and skirt for work less than once a month; however, only about one-tenth of the teachers reported they had not worn a sweater and skirt more often than this.

The women were asked to consider the relation between the number of garments in their wardrobes and the cost they had paid for these garments. They were asked, "If you were to replace your entire wardrobe with money equivalent to the value of your present wardrobe would you: have fewer clothes that were more expensive, have more clothes that were less expensive, or have approximately the same number at a similar price?" A similar proportion, slightly less than two-thirds of both the teachers and non-teachers, answered "have approximately the same number at a similar price". The alternative of having "more clothes that were less expensive" was selected by two teachers. None of the non-teachers would replace their wardrobes in that manner. Both teachers who had indicated they would prefer to have more clothes that were less expensive had rated their college wardrobes as adequate. One had indicated "no problems" in adapting her college wardrobe to meet present needs, although she also indicated she had had "too many of certain garments". The other teacher that indicated her problems were having had "out of style clothing" and "not enough variety". Of the seventeen teachers who would replace their present wardrobes with fewer clothes that were more expensive, twelve rated their college wardrobes as having been adequate, four rated their college wardrobes as

having been less than adequate, and one rated her wardrobe as having been more than adequate. Six of the twelve non-teachers who would now prefer to have fewer clothes that were more expensive rated their college wardrobes as having been adequate, five as less than adequate, and one as more than adequate.

The women were asked to compare the quantity of coats, tailored dresses, dressy dresses, skirts, blouses, sports clothes, shoes, and bags and gloves they now need with the quantity they had had in college. There was agreement by the majority of the two groups that they needed a larger quantity of tailored dresses, shoes, and bags and gloves than they had in college. Sixty-nine per cent of the teachers and 79 per cent of the non-teachers indicated they needed more tailored dresses. A similar percentage of both teachers and non-teachers also needed more bags and gloves than they had had in college. More shoes were needed by 77 per cent of the teachers and 82 per cent of the non-teachers. Skirts were the only category for which a majority of the teachers, 51 per cent, needed fewer garments; however, a majority of the non-teachers needed fewer of both skirts and blouses. Sixty-eight per cent of the non-teachers needed fewer skirts and 59 per cent needed fewer blouses. The largest number of teachers and non-teachers needed the "same" quantities of coats and sports clothes as they had had in college. There was disagreement as to the number of dressy dresses needed by

the two groups. The largest number of the teachers, 49 per cent, needed the "same" number, but the largest number of the non-teachers, 44 per cent, needed "more" dressy dresses.

The women were asked to compare the cost, disregarding the price increases, they would expect to pay for items similar to those they had worn during college. Only five of the total eighty-two women indicated they would now pay less than they had paid in college for any of the specific items mentioned. The seven items for which they were asked to compare costs were: winter coat, tailored dress, dressy dress, skirt, blouse, slacks, and dress shoes. Of the five women who would now pay less for one or more of these items, three were employed as secretaries, one as a teacher, and one as a milk tester. Only one of these five women rated her college wardrobe as having been more than adequate; two rated theirs as having been adequate, and two rated theirs as having been less than adequate. Both of the women who believed their wardrobes had been less than adequate were employed as secretaries. One secretary would now pay less for a winter coat, dressy dress, and dress shoes. She was living in the South and her future plans were to marry a minister. The other secretary who had rated her wardrobe as having been less than adequate would now pay less for both a skirt and blouse. She added a personal comment, "I think this reflects the graft of 'campus catered' shops--now the opportunity for 'bargains' is much greater." The third secretary who rated her college wardrobe as having been more than adequate

indicated that now she would pay less for a skirt, blouse, and slacks. The one teacher would also pay less for slacks, and the woman working as a milk tester would now pay less for a tailored dress, dressy dress, skirt, and shoes.

A majority of teachers and non-teachers agreed that they would now pay more for a winter coat, tailored dress, dressy dress, and dress shoes. A majority also agreed that they would pay a price similar to what they had paid in college for a skirt, blouse, and slacks.

Table X shows the clothing that had been purchased by forty-three teachers and thirty-two non-teachers during the first year of work. One teacher did not answer and four commented about clothing in general rather than indicating specific garments. The comments were: "clothes for teaching school--not as casual as college clothes", "I do not purchase clothing. I make mine (sewing or knitting)", "quite a variety", and "too numerous to list--mostly anything that I wanted; anything which caught my eye I would purchase." One teacher who had listed dresses also noted, "This was not due so much to need but more to the fact that I had money to buy them for myself." With the exception of the non-teachers who purchased uniforms, there were very few differences between the groups. However, more teachers than non-teachers did purchase coats and separates.

One non-teacher who had changed from teaching to secretarial work, indicated that she had not purchased any clothing during her first year of work. She noted, "I had a very

TABLE X

CLOTHING PURCHASED DURING FIRST YEAR OF WORK
BY 43 TEACHERS AND 32 NON-TEACHERS

Clothing purchased	Number	
	Teachers	Non-teachers
Shoes (no description)	32	22
White uniform	1	5
Flats and tennis	1	2
Dresses (no description)	17	10
Tailored	16	6
Dressy or good	6	3
Cocktail and formal	2	3
Work	-	2
Uniforms	2	8
Suits	19	20
Coats (no description)	20	12
All weather	7	2
Jackets	3	-
Full-length suede	1	-
Sports clothes (no description)	4	6
Slacks, shorts, Bermudas, jeans	7	7
Ski clothes	5	2
Slack outfits	2	2
Swimsuit	-	1
Gym uniform	1	-
Sweatshirt	1	-
Blouses	10	6
Jumpers and skirts	9	2
Blouse and skirt outfits	6	2
Sweaters	4	4
Accessories		
Handbags	9	11
Hats	2	4
Gloves	2	3
Lingerie	5	1
Shifts	6	4
Fur stole	1	-

large wardrobe in college. As I was teaching second grade my first year out, I didn't need to buy any clothing." Another indicated that during her first year she had purchased "all", referring to all types of clothing.

In order to gain information about wardrobe planning and record keeping of clothing expenditures, questions were asked to determine the number of women who had used wardrobe plans in college, the number that now used wardrobe plans, the extent of such plans when used, and the number who kept records of their clothing expenditures. Of the twenty-seven teachers who had used clothing plans in college, only five indicated that the plans had been in a written form while two indicated that their plans had been a combination of written and mental plans. Thirty-two teachers, seven more than had used clothing plans in college, answered that they now used a clothing plan; however, only four of these thirty-two used a written or combination written and mental form. When asked "What does your plan include?" the greatest number of women checked "specific items to be added" and the next greatest number indicated "all of the above"--which included items, colors and textures, and money. The categories checked and the number checking each were: specific items to be added, seventeen; all of the above, thirteen; specific colors and textures to be added, eight; and specific amount of money to be spent, two. Ten of the teachers had plans that included two of the categories. One added that what her plan included

depended upon the particular item and another noted her plan was to "keep in style as to design and color".

In answer to the question "If your plan is for a specific amount of money, what determines this amount?", twelve teachers answered that the amount of money was determined by the items they planned to buy; ten answered that this was determined by the remainder of money after other expenditures; three answered that this amount was determined by the colors and textures to be added; and three answered that this amount was determined by a set percentage of their incomes. These answers included responses from four who had not checked that their plans included the amount of money to be spent or "all of the above", which would have included money.

Twenty-nine of the teachers who had used clothing plans had done their planning for a season. This number included two who had indicated they did not use clothing plans but answered this portion of the question. Four had planned for a year and two had planned for a month at a time. Records of the money spent on clothing purchases had been kept by sixteen of these women. Eleven had also kept records of the cost of upkeep on their clothing. Two of the women who had kept records of their clothing purchases had not used clothing plans.

Nineteen of the thirty-four non-teachers had used clothing plans when they were in college, but only two had their plans in written form. Five of the twenty-seven now use a written clothing plan. As with the teachers, specific

items were most frequently planned by the non-teachers. Eighteen planned the specific items; seven planned the colors and textures; seven planned all--items, colors and textures, and money; and four planned the amount of money to be spent. Eleven indicated their plans included two of these factors. Two non-teachers who had not indicated their plans included money checked answers for the question, "If your plan is for a specific amount of money, what determined this amount?" The ways in which the amount of money was determined and the number checking each way were: items they planned to buy, eight; remainder of money after other expenditures, seven; colors and textures to be added, two; and set percentage of income, one. One noted that need and the desire for clothing determined the amount of money to be spent.

Nineteen of the twenty-seven non-teachers who used clothing plans planned for the period of a season. Two planned for an entire year. None indicated they had planned for a month; however, one indicated she had planned for the occasion. Two women did not answer this portion of the question. One woman who had planned for an entire year traveled a great deal and she noted that her planning was done for the seasons of the cities she would be visiting. Two had planned for "long-range" periods and they commented "wear classic clothes for years with only slight changes", and "get what I need as I have the money saved". One also indicated her period of planning was "as the need arises".

Of the five non-teachers who had kept records of their

clothing purchases, four also had kept records of the cost of clothing upkeep. One of these women had not used a clothing plan.

In response to the question, "Did the clothing you purchased during your senior year differ from that purchased during other years in college?", thirty-one, or 65 per cent, of the teachers and twenty, or 59 per cent, of the non-teachers answered affirmatively. Thirty-three teachers, two more than answered yes to the previous question, answered they were concerned about having "right" clothes for their future use. One answered no, "I was concerned all during college", and one answered no, "more concerned for saving money otherwise 'wasted' on 'fad' items to be little used in future". Only three of the non-teachers whose clothing purchases had been different during their senior years did not believe this had been due to a concern for having the "right" clothes for future use. One woman stated that clothes suitable for job interviews were being added to her wardrobe her senior year.

To gain knowledge about some of the changes in attitudes toward clothing that had taken place since college, questions were asked that would compare present attitudes toward clothing with attitudes prior to graduation. The question was asked, "If your attitude toward clothing has changed since you left school, is it now: more important, less important, or no change?" Of the forty-eight teachers, twenty-four answered "more important" and twenty-one answered "no change".

No teacher answered that clothing was now less important than it had been as a student. One answered, "the change isn't in importance; the change is in the type of things I feel are important." Two other replies were not usable as the women had checked two answers. Of the thirty-four non-teachers, seventeen answered that clothing was now more important, sixteen answered there had been "no change" in the importance of clothing, and one answered that clothing was now less important. The one who believed that clothing was less important than it had been in college was employed in a position that required the wearing of a uniform for work. She indicated that clothing was less important because of having more and varied interests, more money to spend on clothing, and association with people who do not talk about clothing.

Table XI shows the factors that were influential in a change in attitude which resulted in clothing becoming more important to twenty-four teachers and seventeen non-teachers. All but one of these women checked or noted more than one factor. Having more money to spend on clothing was the influence checked by the greatest number of teachers, while having association with people who are well-dressed was checked by the greatest number of non-teachers. However, both of these replies were checked by at least three-fourths of each group. A much larger proportion of the teachers than non-teachers believed that job requirements were a factor in their change of attitude as to the importance of clothing. Two factors included on the list were not checked by any of

the sample. The factors were: having fewer interests and having association with people who are poorly dressed.

TABLE XI

FACTORS THAT WERE INFLUENTIAL IN A CHANGE OF ATTITUDE
WHICH RESULTED IN CLOTHING BECOMING MORE IMPORTANT
FOR 24 TEACHERS AND 17 NON-TEACHERS*

Factors influential in a change of attitude	Number	
	Teachers	Non-teachers
More money to spend on clothing	22	14
Association with people who are well-dressed	18	15
Job requirements	17	8
More and varied interests	10	10
More time to shop	7	7
Association with people who talk about clothes	6	5
Less money to spend on clothes	1	-
Less time to shop	1	-
Association with people who do not talk about clothes	1	-
Pay for own clothes now	1	-
More time to make own clothing	1	-
"Better knowledge of what looks best on me and what I really want"	1	-
More places to shop--entire country	-	1
"In college we could keep our trench coat on all day in class"	1	-
Students in school definitely noticed one's dress	1	-
The opportunity to "dress up" is great	-	1

*Only one person replied that clothes were less important than they had been before graduation.

Thirty-seven of the two groups, twenty-one teachers and sixteen non-teachers, reported they had not changed their attitudes as to the importance of clothing. Twenty-three of the thirty-seven indicated the factors that had prevented a change in their attitudes as shown in Table XII. Four

teachers indicated they had been influenced by their association with people who do not talk about clothes, and four non-teachers indicated they had been influenced by job requirements. None of the four who indicated that job requirements had been a factor in preventing a change in their attitudes were employed in positions that required them to wear uniforms.

TABLE XII

FACTORS THAT WERE INFLUENTIAL IN PREVENTING A CHANGE
IN ATTITUDE AS TO THE IMPORTANCE OF CLOTHING FOR
12 TEACHERS AND 11 NON-TEACHERS

Factors that were influential in preventing a change in attitude	Number	
	Teachers	Non-teachers
Job requirements	2	4
Association with people who are well-dressed	3	3
Association with people who do not talk about clothes	4	-
Less time to shop	2	2
More time to shop	2	-
More money to spend on clothes	1	3
Less money to spend on clothes	1	2
Clothes have always been important	1	2
More and varied interests	1	1
Association with people who talk about clothes	1	-
"Always been conscious of my dress"	1	-
"Always chosen clothes carefully"	1	-
"Always chosen appropriate clothing"	1	1
Dress for personal enjoyment--		
doesn't change much from year to year	1	-
Always had a large wardrobe and varied interests	-	1
Always loved clothes and shopping	-	1
"Always prided myself on dressing in the style which suited me"	-	1

The women were asked if they believed their clothing was generally noticed by co-workers. Only five, three non-teachers and two teachers, answered negatively. All five of these women were located in cities with a population of 500,000 or more. The two teachers were working on the high school level and the three non-teachers were all working in positions that required the wearing of uniforms while at work. (Nine of the total thirty-four non-teachers wore uniforms for work.) The teachers and non-teachers reported few unfavorable reactions to their clothing. One college teacher from a small town noted that occasionally the reaction might be unfavorable, and one non-teacher from a large metropolitan area indicated her co-workers generally reacted unfavorably to her clothing. Both of these women had indicated that clothing was now more important to them than it had been prior to graduation.

The women were asked to rate whether fashion, becomingness, comfort, originality, and expected service were now more important or less important than they were when a student. Figure 4 shows a comparison of the ratings by forty-four teachers and thirty non-teachers as to the changes in importance of these five features of clothing. Four in each group did not answer this question. There had been little or no change in the importance of fashion and becomingness for one-half or more of both teachers and non-teachers, although clothing had become more important to forty-one in the two groups. The teachers were evenly divided between those who

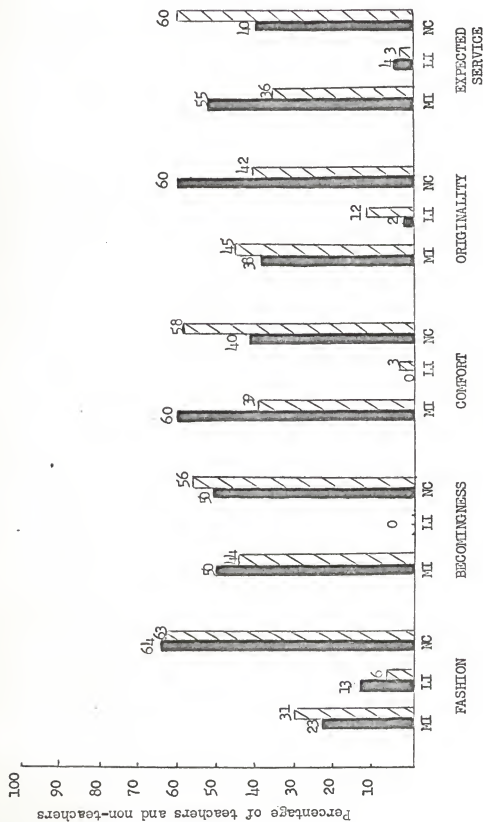


FIGURE 4

CHANGES IN BELIEFS AS TO THE IMPORTANCE OF FASHION, BECOMINGNESS, COMFORT, ORIGINALITY,
AND EXPECTED SERVICE ON RECENT CLOTHING PURCHASES AND COLLEGE
PURCHASES BY PERCENTAGE OF TEACHERS AND NON-TEACHERS

MI - More Important
LI - Less Important
NC - Little or No
Change

Teachers 44
Non-teachers 30

believed that becomingness was more important and those who believed that there had been little or no change in its importance. A majority of teachers also reported little or no change in the importance of originality, while a majority of the non-teachers had had little or no change in their attitudes toward the importance of comfort and expected service. However, comfort and expected service were the two features that a majority of the teachers believed were now more important. Comfort was the feature for which there was the greatest difference in the per cent of teachers and non-teachers who believed that this feature had become more important. All five features had become more important to a much greater number of women than the number for whom these features had become less important. No one believed that becomingness was now less important and none of the teachers believed that comfort was less important than it had been as a student.

These women were asked to compare their recent clothing purchases with their college wardrobes on the basis of fashionability and conservativeness. Figure 5 shows a comparison of the changes in fashionability and conservativeness that the teachers and non-teachers believed had occurred in their selection of clothing. A majority, 51 per cent, of the teachers believed there had been little or no change as to the conservativeness of their clothing, and 53 per cent believed they now chose more fashionable clothing. Fifty-three per cent of the non-teachers believed they were now less conservative, and 73 per cent believed they now selected clothing

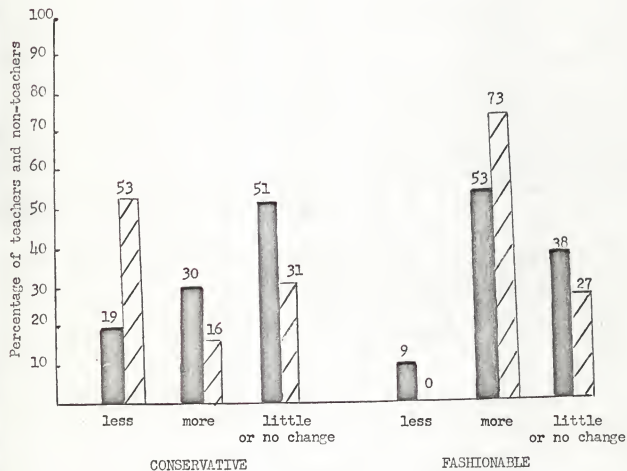


FIGURE 5

CHANGES IN BELIEFS AS TO THE FASHIONABILITY AND CONSERVATIVENESS
OF PRESENT CHOICES OF CLOTHING AND COLLEGE WARDROBES
BY PERCENTAGE OF TEACHERS AND NON-TEACHERS



Teachers Non-teachers

that was more fashionable. Nineteen per cent of the teachers and 53 per cent of the non-teachers believed they were now less conservative than they had been during college. None of the non-teachers but 9 per cent of the teachers believed their present clothing was less fashionable than the clothing in their college wardrobes. Although 53 per cent of the teachers believed that their clothing was more fashionable, only 23 per cent had rated fashion as more important than it had been prior to graduation. A similar relationship existed between these two factors for the non-teachers.

Although a greater proportion of the teachers than non-teachers believed that the expected service of clothing was now more important than it had been in college, a similar proportion of the two groups generally considered the time required for care when selecting clothes. The women were asked "How important is the 'time required for care' when selecting clothes?" Slightly over 70 per cent of both groups answered that it was "generally" considered. Twenty-six per cent of the teachers and 18 per cent of the non-teachers "sometimes" considered the time required for care. Only 2 per cent of the teachers but 11 per cent of the non-teachers "seldom" considered this factor. However, the consideration of the time that would be required for care of clothing was apparently more important to the teachers than non-teachers as shown by the answers to the next question.

Table XIII shows the suggestions made to college seniors by teachers and non-teachers in regard to clothing

TABLE XIII

SUGGESTIONS TO COLLEGE SENIORS CONCERNING CLOTHING FOR
FUTURE PROFESSIONAL AND SOCIAL NEEDS AS RECOM-
MENDED BY 44 TEACHERS AND 33 NON-TEACHERS

Suggestions	Number	
	Teachers	Non-teachers
Wait until you are familiar with job and social activities	10	5
* <u>Needs will depend upon:</u>		
Profession	5	6
Location--city and climate	9	6
Social activities	-	4
<u>When choosing clothes select:</u>		
Tailored, basic clothes that can be dressed up or down	19	13
Conservative clothes rather than fads	11	4
More expensive or good quality	6	3
Easy-to-care-for clothes that will look fresh at the end of the day	6	1
Entire outfits or interchangeable items	3	3
Stylish or sophisticated clothes	1	3
Cheerful, pretty, complimentary colors	-	2
Comfortable clothes and shoes	1	1
Clothes in keeping with your style	1	-
Clothes that are fun to wear	1	-
A variety of textures and colors	1	-
<u>Social needs may require:</u>		
Slightly dressy clothes for evening	-	2
Clothes for work that can be also used for social occasions	1	1
Clothes for spur-of-moment occasions	1	-
More dressy coats and shoes	1	1
Fewer formals and cocktail dresses	2	1
Attractive slack outfits	1	1
Formal attire may be necessary	-	1
Hostess gown for entertaining	-	1

TABLE XIII (continued)

Suggestions	Number	
	Teachers	Non-teachers
<u>Use of garments may change:</u>		
Accessories are more important	4	3
Separates are of less value	2	6
Will need more shoes--heels	1	2
Separates that can be dressed-up may be used	-	3
Frilly clothes do not belong in a business office	-	1
<u>Financial considerations should include:</u>		
Plan to spend more money on shoes, lingerie, and hose	1	-
Realization that one must watch expenses	1	-
Don't stock up--fashions are variable	1	-
Anything extreme should be less expensive	1	-
If you can afford to, keep only a few items from school and start over	1	-
Spend the maximum for classics	-	1
<u>General suggestions:</u>		
Have a clothing plan	4	-
Observe or consult a person in a similar job and location	4	-
Evaluate and coordinate your clothes	2	-
Keep ahead--never buy because you must have something	1	-
Children notice certain styles and bright colors	1	-
Be practical--use mature judgment	-	1
Keep a couple of "grubby" outfits and throw away the rest	1	-
As long as a woman looks similar to others it makes no difference what she is wearing	1	-

for professional and social needs after graduation. The suggestions from the two groups were similar. The only differences between the suggestions were that six teachers recommended easy-to-care-for clothes and six non-teachers, also two teachers, cautioned that a blouse and skirt would be of less value when one is out of school. Fifteen advised that the senior should wait to make clothing purchases until she is familiar with her new job and social activities. Others cautioned that needs will depend upon the profession, part of country, and city where one is working. The largest number of both teachers and non-teachers advised the senior to select basic, tailored clothes that can be dressed up or down.

CHAPTER V
SUMMARY OF FINDINGS, CONCLUSIONS, AND
RECOMMENDATIONS

Eighty-two single women, forty-eight teachers and thirty-four non-teachers, from the Kansas State University classes of 1963 and 1964 completed questionnaires in May, 1966, in regard to selected factors that had influenced wardrobe needs, adjustments made in wardrobes, and changes in attitudes toward clothing that had occurred since their college graduation. All but nine of the women were between the ages of 20-25. Almost one-fourth more of the non-teachers than teachers had graduated in 1963.

Slightly over one-third of the teachers but only one non-teacher lived in a community with a population of 10,000 or less. Slightly over two-fifths of the teachers but three-fourths of the non-teachers lived in a community with a population of 100,000 or more.

Job changes since college that required wardrobe changes had been made by 21 per cent of the teachers and 35 per cent of the non-teachers. Almost one-fourth more of the non-teachers than teachers had graduated in 1963 and had been working longer. Also since the questionnaire did not ask about the total number of job changes it may be possible that the teachers had made as many job changes, but that changes from one school system to another may not have required wardrobe changes.

All but eleven of the women, five teachers and six

non-teachers, participated in professional, fraternal or civic, church, or social organizations. The teachers listed an average of 3.2 organizations and the non-teachers an average of 1.8 organizations in which they participated. More of the teachers participated in professional and church organizations, while more of the non-teachers participated in social organizations.

The difference between the percentage of teachers and non-teachers who had incomes under \$5,000 or over \$7,000 was no more than 5 per cent. Although 75 per cent of the teachers and 67 per cent of the non-teachers had incomes between \$5,000 and \$6,999, eleven per cent more of the non-teachers had incomes between \$6,000 and \$6,999. Three-fourths of the non-teachers who had incomes of \$6,000 or more lived in areas with a population of at least 500,000; however, it is noted that two-thirds of the teachers with incomes of \$6,000 or more lived in cities with a population of 25,000-50,000.

Only six, two teachers and four non-teachers, indicated they were not saving a portion of their incomes. The largest number of teachers were saving for advanced schooling, and the largest number of non-teachers were saving for travel; however, a major purchase, such as a car, was the goal of the second largest number of both groups. Fifty-eight per cent of the teachers and 47 per cent of the non-teachers indicated two or more reasons for saving. All of the six women who had indicated they were not saving answered that marriage was a part of their long-range plans. One

indicated her plans as marriage and homemaking and the other five indicated they would combine marriage and a career.

Although only a total of nineteen women indicated they were saving for marriage, over half of both groups indicated their long-range plans were to combine marriage and a career. Only 12 per cent of the non-teachers and 21 per cent of the teachers indicated that their plans were for a career.

Twelve per cent more of the teachers than non-teachers indicated that their plans for the future had influenced clothing purchases. The main difference between the two groups was that almost one-fourth of the teachers who believed that clothing purchases had been influenced by future plans believed that this had resulted in their desiring good or better quality clothing. None of the non-teachers mentioned this.

Special items of clothing had been purchased for vacations and trips by 9 per cent more teachers than non-teachers. The only difference in the types of clothing they purchased was that the non-teachers purchased more sportswear than dresses while the teachers purchased a similar number of dresses and sportswear. Investigation is needed to determine the percentage of the total clothing expenditure used on clothing for trips and vacations, and if such purchases might have been made whether or not the trips were taken.

All but one of the teachers and non-teachers who participated in leisure activities that required special clothing

mentioned sportswear or an activity that required some type of sportswear. Swimming and skiing were the two most frequently mentioned activities by both groups. Although most of the women failed to distinguish between snow and water skiing, seven had listed winter ski clothes among their purchases for vacations. Future studies should distinguish between the two activities.

Seventy per cent of the teachers but only 44 per cent of the non-teachers believed that their college wardrobes had been adequate. Wardrobes had been rated as less than adequate by 15 per cent of the teachers and 35 per cent of the non-teachers. More than adequate was the rating given their college wardrobes by 15 per cent of the teachers and 21 per cent of the non-teachers.

Only fourteen, ten teachers and four non-teachers, had not had problems adapting their college wardrobes to their needs after graduation. Having too many of certain garments such as skirts, blouses, or cocktail dresses was the most frequently mentioned problem and represented a problem for a greater number of non-teachers than teachers. Having clothes that were no longer appropriate for needs, having clothes of inappropriate styles, and not having had enough clothes were also frequently mentioned. Not enough variety was the fifth most frequently mentioned problem of the teachers. However, Ditty (3) found that of a group of teachers who had been asked about the problems they had encountered adapting their college wardrobes to needs after graduation, all of them indicated

' they did not have enough variety in their wardrobes.

Thirty-two of the forty-eight teachers but only fifteen of the thirty-four non-teachers reported that there were rules or practices concerning acceptable dress for their jobs. Nine of the non-teachers and two teachers were required to wear uniforms or a laboratory coat at least part of the time in their work. Not only did more of the teachers believe there were rules or practices concerning their dress but they also reported more rules or practices. The teachers also more frequently mentioned generalities such as neatness and professional clothing.

Of seven types of clothing--skirt and blouse, skirt and sweater, tailored dress, suit, dressy dress, uniform, and hat--the tailored dress was worn to work at least once a week by the largest percentage of both groups. The greatest difference in the percentage of teachers and non-teachers who had worn any of these garments this frequently occurred with the sweater and skirt. Thirty-five per cent more teachers than non-teachers had worn a sweater and skirt at least once a week to work. The blouse and skirt combination had also been worn at least once a week by 28 per cent more teachers than non-teachers.

It was recommended that upperclass women, especially those going into non-teaching occupations, should realize that certain garments will be of much less value to them after graduation. Separates and cocktail clothes should be chosen very carefully so they can be adapted for use after

graduation. If separates are to be purchased they should be less sporty, coordinated outfits that can be dressed up or down.

A majority of both teachers and non-teachers believed they needed a larger quantity of tailored dresses, shoes, and bags and gloves than they had had in college. A majority of both groups indicated they needed fewer skirts and a majority of the non-teachers also needed fewer blouses than they had had in college. The largest number of both groups indicated they needed the "same" quantity of sports clothes and coats as they had had in college. This further points out the decreased value of separates for women who are working professionally. It was recommended that the college woman who is concerned about acquiring clothing for use after graduation purchase tailored dresses in place of some skirts, blouses, and sweater.

A similar number, almost two-thirds, of both groups expressed satisfaction with the relationship between the number of clothes in their present wardrobes and the original cost of these garments. If these women were to replace their present wardrobes using money equivalent to the value of their wardrobes, only two teachers but none of the non-teachers would prefer to have more clothes that were less expensive. Approximately one-third of each group would prefer to have fewer clothes that were more expensive. That good quality is important to this group is also pointed out by the fact that only one teacher and four non-teachers would not expect to

• pay less for any of the specified items--winter coat, tailored dress, dressy dress, skirt, blouse, slacks, or dress shoes--than they had paid for similar items in college. The majority of both groups would expect to pay more for a winter coat, tailored dress, dressy dress, and dress shoes.

It was recommended that not only upperclass women but all women consider the relation between the size of their wardrobes and the original cost of their clothes. The same amount of money invested in fewer but more expensive clothes --when this represents better materials, workmanship, and styling--might serve clothing needs more efficiently.

More teachers than non-teachers purchased coats and separates during their first working year, while more non-teachers than teachers purchased uniforms to meet dress regulations for their jobs. Future studies on clothing acquisition should be worded so that the respondents will be certain to include both ready-made and homemade garments.

Thirty-two teachers and twenty-seven non-teachers indicated they used clothing plans. This was thirteen more than had used a plan in college. Specific items were the factor most frequently planned by both groups, and if the plan included the amount of money to be spent this was most frequently determined by the items to be purchased. Forty-three clothing plans were on a seasonal basis. Sixteen teachers and five non-teachers kept records of their clothing expenditures. For eleven teachers and four non-teachers this also included expenditures for clothing upkeep. There were

inconsistencies in the answers to the questions concerning use of clothing plans. For example, answers were checked in regard to the period of planning by women who had previously answered they did not use clothing plans. The areas of wardrobe planning and accounting for clothing purchases should have a great deal more study. Interviews are necessary to determine why the inconsistencies occurred in answering questions about clothing plans. Additional study needs to be undertaken to determine for what proportion of their wardrobes and for what items women do plan. A longitudinal study to determine how closely women follow their clothing plans and what influences them to deviate from their plans would be valuable.

Sixty-five per cent of the teachers and 59 per cent of the non-teachers reported that clothing purchased during their senior years had been different from that purchased during other college years. Only three of the women whose clothing purchases had been different during their senior years had not been concerned about having "right" clothing for future use. As slightly more of the teachers than non-teachers had shown concern while they were still seniors for having clothing that would be appropriate for future needs, it is wondered if that were a factor in the non-teachers having had more problems in adapting their wardrobes to needs after graduation.

Present attitudes toward clothing were compared with attitudes while in college to determine some of the changes

that had occurred. A total of forty-one women indicated they believed that clothing was now more important than it had been when they were in college. This was only four more than had indicated they had not changed their attitudes as to the importance of clothing. Only one believed that clothing was less important to her than it had been when she was in college. Having more money to spend on clothing and association with people who were well-dressed were the two most frequently mentioned factors affecting the change in attitude that clothing had become more important. Almost twice as great a proportion of teachers as non-teachers indicated that job requirements had also been a factor in clothing becoming more important. More than twice as many teachers as non-teachers reported rules or practices concerning acceptable dress for their jobs.

For at least 60 per cent of both teachers and non-teachers there had been little or no change in beliefs as to the importance of fashion when purchasing clothing. Comfort and expected service were now more important to at least 55 per cent of the teachers; however, a similar percentage of the non-teachers had had little or no change in their beliefs as to the importance of these two features. These are two features of clothing that future teachers should make a point to consider when choosing clothing for their professional needs.

A majority of teachers believed there had been little or no change as to the conservativeness of their clothes while

a majority of the non-teachers believed they were now less conservative. Over 50 per cent of both groups believed they were now more fashionable in their choice of clothing than they had been in college. This was expressed by 20 per cent more non-teachers than teachers. It was recommended that seniors select clothing to achieve a more fashionable and less faddish appearance.

Suggestions offered to college seniors by the teachers and non-teachers concerning clothing needed after graduation took many forms; factors that would influence needs, characteristics for which to look or avoid in selecting clothes, suggestions for the use of specific garments, and other general suggestions. The largest number of women offering any one suggestion advised that the senior should select basic, tailored clothing that can be dressed up or down.

There are many aspects of clothing for this group where additional study would provide information where there is now only speculation. A study of the spending patterns of these young women would provide data as to the percentage of money they do spend on clothing and clothing upkeep. Also clothing inventories with information as to frequency of clothing wear would provide a base for determining what is an adequate wardrobe for a young working woman. It would be helpful to know how they go about eliminating garments that are no longer worn, and if they do have garments from college that are in wearable condition that are no longer worn.

Research with the young single woman has been overlooked both because of the emphasis on problems of the aged and because of the difficulty in getting information on this age group. There is no easily accessible concentration of young single women. It is hoped that this exploratory study will provide a basis for future studies with this age group.

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APPENDIX A

1021 Leavenworth
Manhattan, Kansas 66502
May 6, 1966

Dear Alumna,

I am conducting a survey on the wardrobe adjustments of recent college graduates as partial fulfillment of the requirements for my Master of Science degree in Clothing and Textiles. Will you help by answering the enclosed questionnaire? A self-addressed, stamped envelope is enclosed.

Do you, as a recent graduate, remember the problems you had with your wardrobe when you started working? Although most people recognize that some wardrobe adjustments are necessary with this change in activities, very little information is available on this clothing transition.

This study is limited to recent graduates who are single and who are part of the full-time "working force." If this does not include you, please indicate this on the blank form and return it. This questionnaire will probably not require more than 30 minutes to complete so I would appreciate a prompt return. Where several choices are given, check the one or ones that you consider more appropriate. Please feel free to make other comments on the back of the last page.

Thank you for your help and cooperation.

Sincerely,

Ellen Flottman

APPENDIX B

Most of these questions are to be answered by checking the most appropriate reply or replies. Check as many answers as are correct and add any other responses that might be appropriate. If there is not sufficient space to answer the other questions, use the back of the sheet.

1. Age: ☐ 20-25 ☐ 31-35
☐ 26-30 ☐ 36 and over
2. Year of graduation from KSU? _____ Major? _____
3. City in which you are now living? _____
4. Have you made any job changes since graduation that required changes in your wardrobe? ☐ Yes ☐ No
 If so, how many? (circle) 1 2 3 over 3
5. What duties are included in your work?
6. Annual income: ☐ \$3,999 or less ☐ 6,000 to 6,999
☐ 4,000 to 4,999 ☐ 7,000 to 7,999
☐ 5,000 to 5,999 ☐ 8,000 and over
7. Are you saving for any of the following?
☐ meet financial obligations
☐ advanced schooling
☐ travel
☐ marriage
☐ major purchase (such as a car)
☐ other (specify) _____
8. What are your long-time plans?
☐ marriage and homemaking
☐ career
☐ combine marriage and career
☐ other (explain) _____
9. Have your future plans influenced your clothing purchases? ☐ Yes ☐ No
 If so, in what way?
10. List the civic, professional, and social organizations in which you participate.
11. List any of your leisure time activities that require special clothing.

12. Since you have been out of school, have you purchased specific items of clothing for a trip or trips such as a vacation? ____ Yes ____ No
If so, what did you purchase?

13. Did you regard your college wardrobe as being:
____ less than adequate
____ adequate
____ more than adequate

14. Are there rules or practices concerning acceptable dress for your job? ____ Yes ____ No
If so, explain.

15. What problems did you have adapting your college wardrobe to your present working and social needs?
____ not enough clothing
____ too many of certain garments (such as skirts, blouses, cocktail dresses, etc.)
____ out of style clothing
____ no longer appropriate for needs
____ too much variety
____ not enough variety
____ inappropriate styles
____ no problems
____ other (explain)

16. How would you describe the quantity of clothing you now need as compared with what you had in college?

more	same	less	
____	____	____	coats
____	____	____	tailored dresses
____	____	____	dressy dresses
____	____	____	skirts
____	____	____	blouses
____	____	____	sports clothes
____	____	____	shoes
____	____	____	bags and gloves

17. Indicate the frequency with which you wear the following types of clothing to work.

at least once a week	at least once a month	less than once a month	
____	____	____	sweater and skirt
____	____	____	blouse and skirt
____	____	____	tailored dress
____	____	____	suit
____	____	____	dressy dress
____	____	____	uniform
____	____	____	hat

18. What clothes did you purchase during the first year you worked after college?

19. Disregarding the price increases, describe the cost you now expect to pay for items that are similar to those worn during college.

more	same	less	
___	___	___	winter coat
___	___	___	tailored dress
___	___	___	dressy dresses
___	___	___	skirt
___	___	___	blouse
___	___	___	slacks
___	___	___	shoes (dress)

20. If you were to replace your entire wardrobe with money equivalent to the value of your present wardrobe, would you:

___ have fewer clothes that were more expensive?
 ___ have more clothes that were less expensive?
 ___ have approximately the same number at a similar price?

21. If your attitude towards clothing has changed since you left school is it now: ___ more important?
 ___ less important?
 ___ no change?

Is this due to having:
 ___ more and varied interests
 ___ fewer interests
 ___ more money to spend on clothing
 ___ less money to spend on clothing
 ___ more time to shop
 ___ less time to shop
 ___ association with people who talk about clothes
 ___ association with people who do not talk about clothes
 ___ association with people who are well dressed
 ___ association with people who are poorly dressed
 ___ job requirements
 ___ other (specify)

22. When purchasing clothes, are the following features of clothing more or less important to you than they were as a student?

more important	less important	little or no change	
___	___	___	fashion
___	___	___	becomingness
___	___	___	comfort
___	___	___	originality
___	___	___	expected service

23. Do you believe that your co-workers generally notice what you wear? ☐ Yes ☐ No
 If so, do you believe that their reaction is generally ☐ favorable?
☐ unfavorable?
24. Did you have a clothing plan when you were in college? ☐ Yes ☐ No
 If so, was it ☐ written?
☐ mental?
25. Do you now use a clothing plan? ☐ Yes ☐ No
 If so, is it ☐ written?
☐ mental?
 If so, what does your plan include?
☐ specific items to be added
☐ specific colors and textures to be added
☐ specific amount of money to be spent
☐ all of the above
☐ other (explain)
 If your plan is for a specific amount of money, what determines this amount?
☐ items that you plan to buy
☐ colors and textures you want to add
☐ set percentage of your income
☐ remainder of money after other expenditures
☐ other (explain)
 For what period do you plan?
☐ year ☐ month
☐ season ☐ other (specify)
26. Do you keep a record of the money you spend on clothing purchases? ☐ Yes ☐ No
 If so, do you also keep a record of the money you spend for the care of your clothing? (such as cleaning, laundry, shoe repair, etc.) ☐ Yes ☐ No
27. How important is the "time required for care" when selecting clothes?
☐ generally considered
☐ sometimes considered
☐ seldom considered
28. In comparison with your college clothing do you believe your choice of clothing is now: (check each column)
☐ less conservative ☐ less fashionable
☐ more conservative ☐ more fashionable
☐ unchanged ☐ unchanged
29. Did the clothing you purchased during your senior year differ from that purchased during other years in college? ☐ Yes ☐ No
 If so, were you concerned about having "right" clothes for your future? ☐ Yes ☐ No
30. What suggestions would you give a college senior about the clothes she would need for her future professional and social needs? (answer on the back)

WARDROBE ADJUSTMENTS OF PROFESSIONAL WOMEN
WHO ARE RECENT COLLEGE GRADUATES

by

ELLEN LYTHENE FLOTTMAN

B. S., Kansas State College, Manhattan, 1956

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Department of Clothing and Textiles

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

Factors that influenced wardrobe needs, adjustments in wardrobes, and changes in attitudes toward clothing of professional women who are recent college graduates were studied. Both the number of women who graduate from college and the proportion of these graduates who work full time have increased.

Questionnaires were completed by eighty-two single, full-time working graduates from the Kansas State University classes of 1963 and 1964. The replies were tabulated according to occupation--forty-eight teachers and thirty-four non-teachers. Slightly over one-third of the teachers lived in a community with a population under 10,000, but three-fourths of the non-teachers lived in a community with a population of 100,000 or more. Only six women did not list a major purpose for saving. The teachers were most frequently saving for advanced schooling and the non-teachers for travel.

Eighty-five per cent of the teachers but only sixty-five per cent of the non-teachers believed their college wardrobes had been adequate or more than adequate. Only fourteen of the eighty-two women had not had problems adapting their college wardrobes to needs after graduation. Having had too many of certain garments such as blouse, skirt, or cocktail dresses in their wardrobes was the most frequently mentioned problem and it represented a problem for a greater proportion of non-teachers than teachers.

A tailored dress was worn to work by the greatest number of both groups; however, a skirt and sweater and

blouse and skirt were worn as frequently as once a week by at least one-fourth more teachers than non-teachers.

Almost two-thirds of each group expressed satisfaction with the relation between the number of garments in their wardrobes and the original cost of these garments. Only five women would not expect to pay less for any of seven specified items than they had paid for similar items when in college.

Questions were asked in regard to wardrobe planning and account keeping of clothing expenditures. Specific items were the factor most frequently planned and if plans included the amount of money to be spent this was most frequently determined by the items to be purchased.

Forty-one women reported that clothing was now more important to them than it had been in college. Having more money to spend on clothes and association with people who are well-dressed were factors influential in clothing becoming more important.

Comfort and expected service were more important factors in the choice of apparel to 60 per cent of the teachers than they had been in college. A majority of both groups reported little or no change as to the importance of fashion, yet 50 per cent of both groups believed they now select more fashionable clothing.

Both groups, teachers and non-teachers, suggested that for seniors to best meet their future needs they should select

basic, tailored clothes that can be dressed up or down. They also advised the senior to wait to make purchases until she is familiar with her job and social activities.